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## ABSTRACT

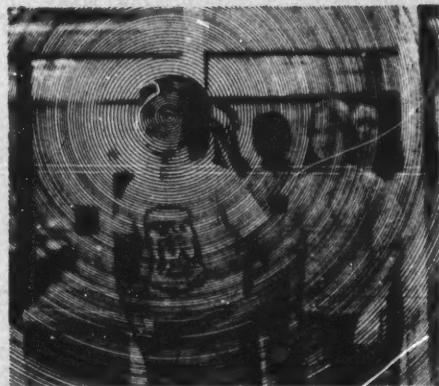
This booklet is the first in a series of eight that describe the tenth-cycle Lincoln, Nebraska, Teacher Corps Project, located at Goodrich Junior High School under the joint sponsorship of the Lincoln Public Schools and the Teachers College of the University of Nebraska-Lincoln. The three goals of the competency-based preservice and inservice project were (1) improvement of the delivery of educational opportunities and services through the use of diagnostic-prescriptive teaching approaches; (2) the development, implementation, testing, and refining of a comprehensive model for competency-based preservice and inservice teacher education; and (3) the integration and articulation of services to the pupil and his or her family through the cooperation of community, university, and school resources. Booklet One expands upon these three goals by presenting themes and diagrammatic models for each, presented as workable, practical processes that served to realize the goals established for the Lincoln Project. The remaining booklets present descriptive reports of the project themes and models (booklets two through seven) and a report of results obtained with learners, teachers, and community personnel (booklet eight). (MJB)

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LINCOLN TEACHER CORPS

# IMPROVING LEARNING OPPORTUNITIES



## 1 An Overview of Goals and Models

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# IMPACT SERIES

SP 011 878

## FOREWORD

The Lincoln, Nebraska Teacher Corps Project is pleased to present its Cycle 10 report through this IMPACT Series. Booklets 1-7 present a descriptive report of project themes and processes (models) while Booklet 8 presents a research report of results obtained with learners, teachers and community personnel.

The impact of Teacher Corps activities upon individuals and institutions is evident from the data reported, hence this IMPACT Series. Following Booklet 1, which presents an overview of the entire project, each booklet presents a major theme developed, implemented and refined in the Lincoln Teacher Corps. Generally, these themes have been implemented through models—recommended processes and/or structures which have proven effective in achieving desired outcomes. Each booklet is designed for use in instructional settings, in disseminating Teacher Corps principles and practices, and in reporting outcomes and recommendations.

The Lincoln Teacher Corps truly has been a team effort. School, community and university personnel have worked together effectively to achieve project goals. Sincere thanks go to all who shared in the Cycle 10 project. By sharing and serving others, we have discovered desired results in ourselves as well as in those we served. We look forward to new sharing/growing experiences in Cycle 12 Teacher Corps.

John Lux  
Director

## Teacher Corps — A National Perspective

In 1965, the groundwork for the establishment of Teacher Corps was initiated by Senators Gaylord Nelson and Edward Kennedy. They envisioned "Teacher Corps" as a domestic Peace Corps which could capture the idealism and enthusiasm of youth to provide quality educational opportunities to low-income and minority children.

In the eleven years of its existence the Teacher Corps has expanded its programs to adapt to the changing needs of education. Today it is a model for bringing about change in education through practical work in the schools.

The Teacher Corps has three goals:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families
2. To encourage colleges and universities to broaden their programs of teacher education
3. To encourage institutions of higher education and local school districts to improve programs of training and retraining for teachers and teacher aides

By working toward these goals the Teacher Corps seeks to bring together colleges and universities, local schools, and the communities they serve to better prepare teachers to serve the needs of children.

Since 1965 the Teacher Corps has sponsored 480 projects in forty-nine states, the District of Columbia, Puerto Rico, Guam and Micronesia. During this eleven year span, over 500 universities and 825 school districts have cooperated in the development and implementation of projects. More than eleven thousand interns have served in the Teacher Corps.

The Teacher Corps cannot aspire to train all prospective teachers, but it does hope to provide additional resources, new ideas for education and a substantial impact on those institutions which train individuals who are preparing for the teaching profession.

The national Teacher Corps office in Washington, D.C. funds approximately fifty local projects every year. Most projects are funded for a two-year period (a cycle). Each project is developed through the cooperative efforts of an institution of higher learning and a local school district.

Teacher Corps, mindful of the variables involved with teacher training, has established five different frameworks upon which local programs may be based. The five are:

1. Competency based teacher education
2. The training complex
3. Training for implementing alternative school designs
4. Interdisciplinary training approaches
5. Training for systematic adaptation of research findings

The "typical" Teacher Corps project, as it exists today, is staffed by a project director from the faculty of a college of education, the principal from the host school, a team leader, a community coordinator, program development specialist and four teacher interns.

The teacher interns are prepared academically by the university, receive on-the-job experience in the school and learn responsiveness to the complex needs of children through work in the community and the school. Teacher Corps interns now hold baccalaureate degrees and work toward a Master's degree during their two years as interns.

### Lincoln Teacher Corps

The Lincoln Teacher Corps Project was a tenth cycle project located at Goodrich Junior High School under the joint sponsorship of the Lincoln Public Schools and the Teachers College of the University of Nebraska-Lincoln. The project began operation in June, 1975 and the initial grant ran through August, 1976. A second nine month operational grant ran through June 10, 1977.

The Project had competency-based preservice and inservice teacher education as its primary framework. The Project's three goals were:

1. To improve the delivery of educational opportunities and services for pupils in Goodrich by using diagnostic-prescriptive teaching approaches involving graduate interns, teachers, parents, pupils, and community resources in the processes used for diagnosing, prescribing and implementing an individualized learning plan.
2. To develop, implement, test and refine a comprehensive model for competency-based preservice and inservice teacher education.
3. To integrate and articulate services to the pupil and his/her family through the cooperation of community, university and school resources.

Booklet 8 documents the achievement of these goals.

### **Goal 1. Themes and Models**

Goal 1 had three basic themes: diagnostic-prescriptive instruction, team teaching, and personalized/individualized

planning. For each theme, a model was developed, tested and refined to facilitate the achievement of the goal.

#### **Diagnostic-Prescriptive Instructional Model (See Fig. 1)**

The diagnostic-prescriptive (D-P) model was the basic instructional process recommended for teachers and teacher trainees [interns, student teachers and Nebraska University Secondary Teacher Education Program (NUSTEP) teacher assistants]. This model was developed, implemented, tested and refined by the Teacher Corps staff and interns during the 1975-1976 school year at Goodrich Junior High School. The refined model was fully implemented during the 1976-1977 years.

Focus was upon the learner(s) through the diagnosis of learning needs, the establishment of desired learning outcomes, the prescribing and implementing of appropriate learning experience, and the assessment of learner progress and evaluation of instructional effectiveness.

Details of the model and guidelines for its use are described in Booklet 2 of this series. Learner results achieved from the use of this instructional model are reported in Booklet 8.

### Diagnostic-Prescriptive Instructional Model

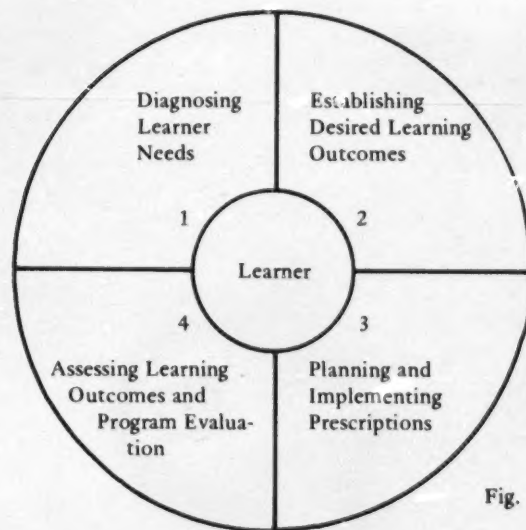


Fig. 1

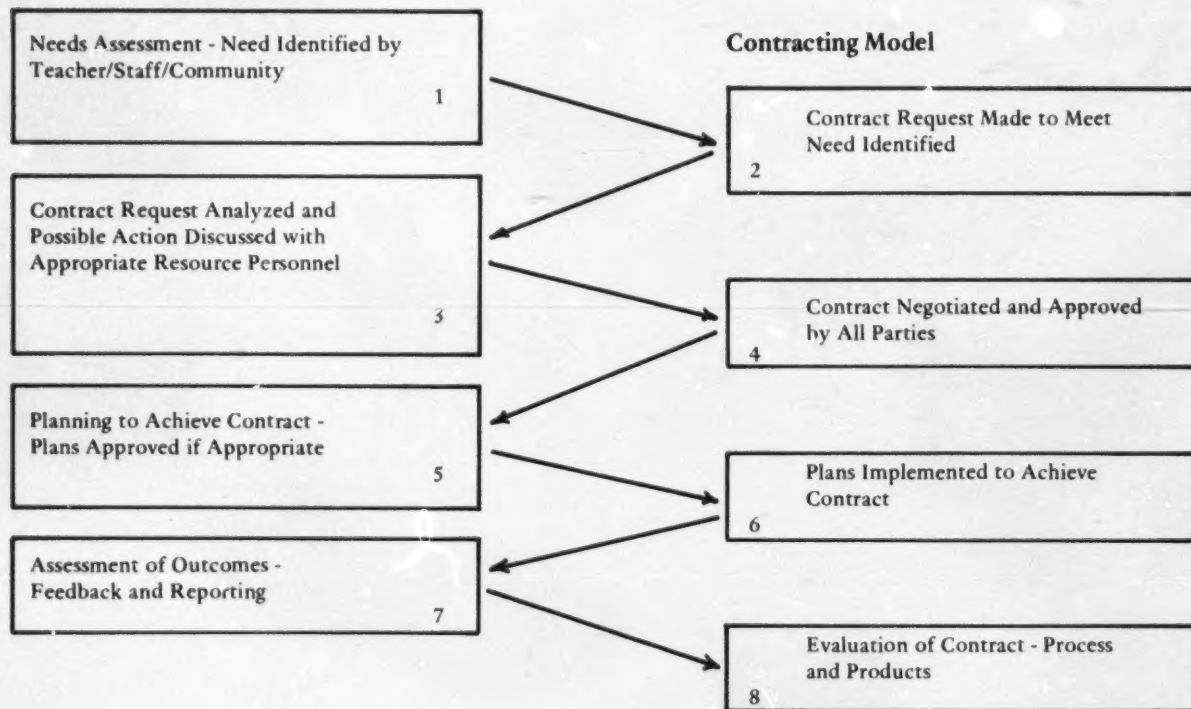


Fig. 2

### **Contracting Model: A New Team Approach (See Fig. 2)**

This model established a sound process by which a teacher and one or more resource persons may work as a team to more personalize and individualize learning opportunities.

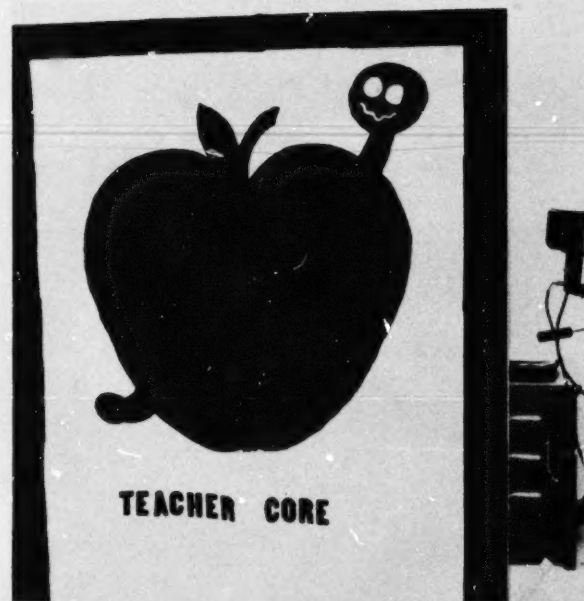
This model was developed, implemented, tested and refined by the Teacher Corps staff and interns in close cooperation with the Goodrich Junior High School teachers who requested instructional contracts. Learning achievement and teacher and learner attitudes about contracts provide strong evidence of the success of this model.

The contracting (team teaching) model is the focus of Booklet 3 of this series. Learner results and teacher, learner and parent attitudes about contracts in which they were involved are reported in Booklet 8.

### **Individualizing Model (See Fig. 3)**

A third model, called Learning Opportunities for Teachers (L.O.F.T.), was developed by Leadership Training Institute (University of Minnesota) and first presented to Goodrich and UN-L staff members in a series of workshops during second semester and summer, 1976. Additional teachers in both inservice and preservice settings were trained to use the model during 1976-1977.

This model is explained in detail in Booklet 7 of this series.



**Learning Opportunities for Teachers (L.O.F.T.)  
Individualization Model**

|                 | Grouping                                                                          | Movement                                                                       | Materials                                                | Record Keeping                                                                                  | Decisions of Trainer                                                                                               | Decisions of Participant                                                                  |
|-----------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| LOFT System I   | total, large group, heterogeneous, no account is given for prior knowledge        | very little movement, group moves only when the trainer dictates               | Everyone has same limited materials                      | No formal feedback                                                                              | Decisions as to content, time, resources, response opportunities and movement are dictated by the trainer          | No participant decisions                                                                  |
| LOFT System II  | small heterogeneous groups, groups randomly determined                            | Trainer schedules all movements through resource centers                       | All use the same materials at different times            | No formal feedback                                                                              | Same as LOFT I                                                                                                     | No participant decisions                                                                  |
| LOFT System III | small group, homogeneous, Participants are grouped according to a diagnostic test | group decides which resource center to go to, but the group must stay together | Different level materials are available for group choice | Results of the diagnostic test are listed on student growth chart                               | Trainer decides: content, which resources are provided, learning rate, and gives direct instruction when scheduled | Participants decide: learning resources, amount of time, when to take post test           |
| LOFT System IV  | Individuals decide which BSL to work on                                           | Movement is on task completion basis                                           | All materials available at each center                   | Participant checks his/her own pretest, trainer checks post test                                | Trainer dictates when direct instruction is given and when participant has mastered content                        | Participant decides how much time to spend at each center and decides order of movement   |
| LOFT System V   | Individual                                                                        | task completion                                                                | multi-level multi-sensory                                | Participant checks his/her pretest, records his/her own post test after trainer checks the test | direct instruction is optional but scheduled. Trainer checks post test, discusses to verify knowledge              | Participant: decides on which center to visit and order of visits, time spent in centers. |
| LOFT System VI  | Individual                                                                        | task completion                                                                | multi-level multi-sensory                                | Same as LOFT V                                                                                  | Same as LOFT V except direct instruction is at the participants request.                                           | Same as LOFT V except participants may sign up for direct instruction when needed         |

## **Goal 2. Themes and Models**

Goal 2 had one basic theme - competency based teacher education (CBTE) - with both preservice and inservice programs necessary to achieve the goal. The generic teacher competencies developed, implemented, tested and refined in the Teacher Corps project are listed below. This CBTE program was officially approved for the preparation of secondary school teachers in April, 1976 and fully implemented during the 1976-1977 school year.

### **Secondary Teacher Education Competencies**

#### **Competency Cluster I - The Teacher as Instructional Planner**

- Competency 1.1 Identifies and Diagnoses Individual and Group Needs
- Competency 1.2 Specifies Learner Outcomes
- Competency 1.3 Determines Assessment Indicators for Each Outcome
- Competency 1.4 Plans Focused Learning Activities

#### **Competency Cluster II - The Teacher as Director of Learning Experiences**

Competency 2.1 Provides Effective Classroom Environment for Learning

Competency 2.2 Uses Basic Instructional Skills

Competency 2.3 Develops Concepts, Skills and Attitudes of Learners

Competency 2.4 Uses Media, Resources and Strategies

#### **Competency Cluster III - The Teacher as Assessor and Evaluator**

Competency 3.1 Gathers Learner Outcome Data

Competency 3.2 Analyzes and Uses Learner Outcome Data

Competency 3.3 Uses Assessment Data to Improve Educational Program

#### **Competency Cluster IV - The Teacher as Humanizing Agent**

Competency 4.1 Exhibits and Develops Positive Self-Concepts

Competency 4.2 Demonstrates Human Relations Skills

Competency 4.3 Relates with Exceptional Learners

Competency 4.4 Relates with Multicultural Learners

Competency 4.5 Relates with Appropriate Age Level Learners

### **Competency Cluster V — The Teacher as Professional Educator**

Competency 5.1 Relates with Team, Peers and Other Professionals

Competency 5.2 Relates with Community

Competency 5.3 Establishes and Implements Self-Development Program

Competency 5.4 Demonstrates and Promotes Professional Understanding and Action

### **Competency Cluster VI — The Teacher as Subject Area Lender**

Competency 6.1 Understands Subject Matter in Endorsement Area

Competency 6.2 Organizes and Applies Subject Matter Skills and Processes

Competency 6.3 Develops Curriculum for Achieving Subject Area Goals and Objectives.

The preservice program to develop, demonstrate and evaluate these competencies is explained in detail in Booklet 4 of this series.

### **Staff Development (Inservice) Model (See Fig. 4)**

This model assumes 1) active participation by the people

being served by the inservice program, 2) multiple delivery systems available to meet specific needs of the teacher, resource teacher, aide or staff, and 3) appropriate leadership drawn from the university, school and community.

The inservice program initiated at Goodrich Junior High School during the 1975-76 year and refined and tested further during the 1976-77 school year is explained in Booklet 5 of this series.

### **Goal 3. Themes and Models**

Collaborative decision making by school, community and university personnel is the basic theme of Goal 3. This theme was implemented throughout the Cycle 10 project through the use of a basic collaborative decision making model and five supportive models.

#### **Collaborative Decision Making Model (See Fig. 5)**

This model establishes the School-Community Council as the primary decision making body for the Teacher Corps project. It also provides for ample input from all interested groups in the decision making process. Recognizing that decisions are made on various levels, the model promotes collaborative decisions on every level of operation. This process of decision making is the focus of Booklet 6.

### Staff Development (Inservice) Model

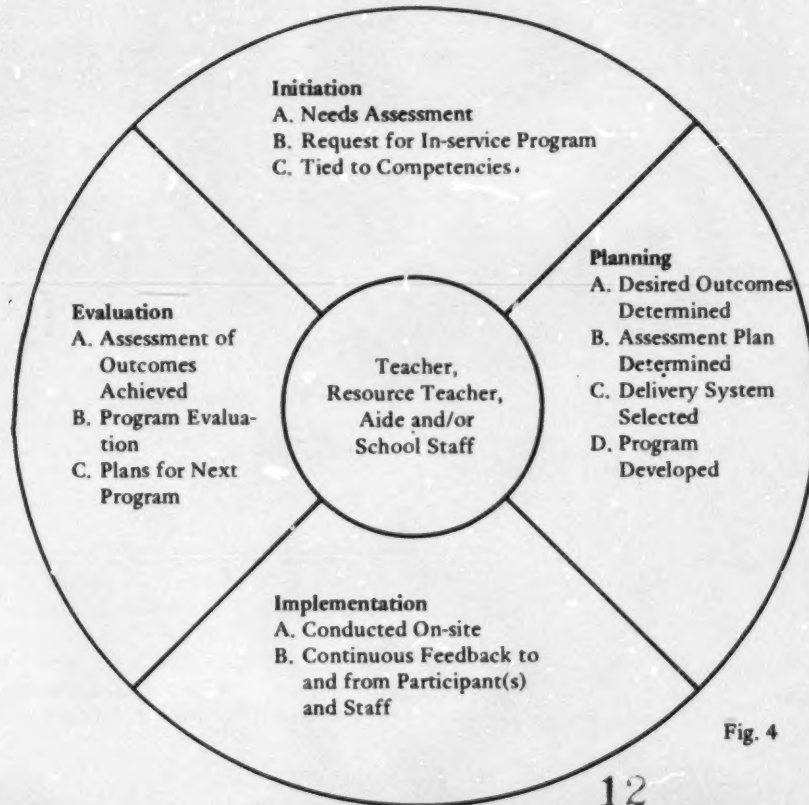
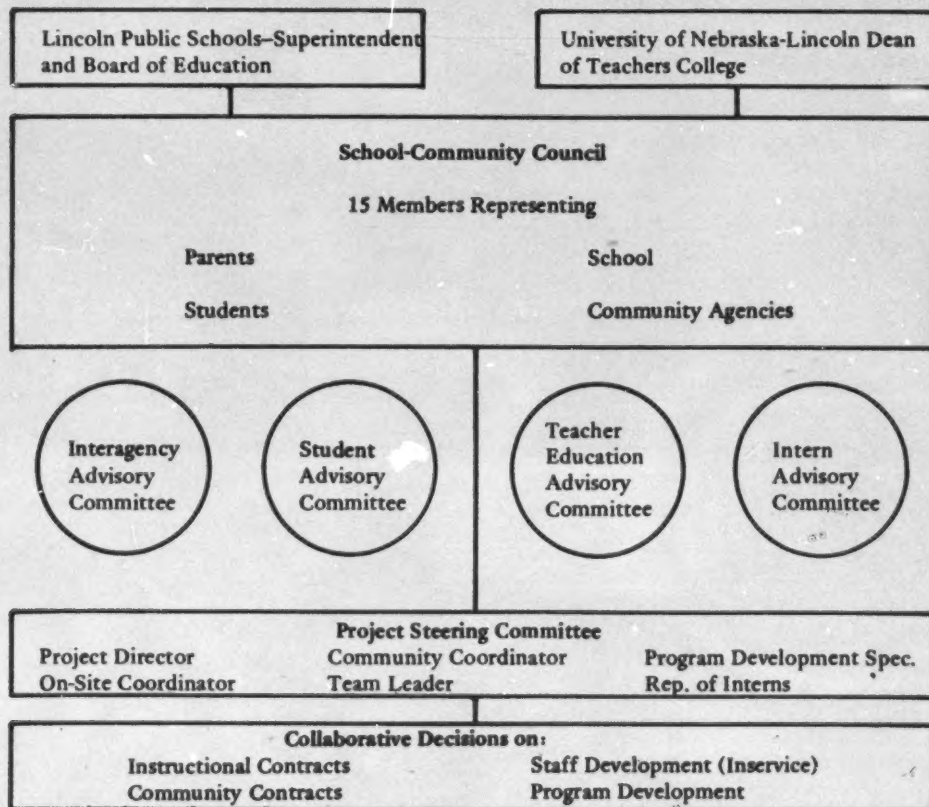


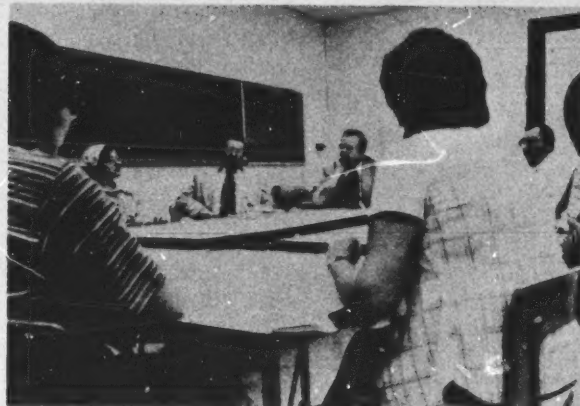
Fig. 4

**Collaborative Decision  
Making Model**



### Leadership Model (See Fig. 6)

This model assists people to determine the style of leadership most appropriate for the situation. The model is taken from materials presented by Dr. Charles Schwahn (Spearfish, S.D.) in a 1976 leadership workshop and was implemented twice during the Project with very favorable results both times. It is explained in more detail in Booklet 7.



### Leadership Model Effective Styles

(High)

R B  
e e  
l h  
a a  
t v  
i i  
o o  
n r  
s s  
h  
i  
P

|                                     |                                      |
|-------------------------------------|--------------------------------------|
| High Relationships<br>&<br>Low Task | High Task<br>&<br>High Relationships |
| Low Task<br>&<br>Low Relationships  | High Task<br>&<br>Low Relationships  |

Task Behaviors  
Maturity Level

(Low)

(Mature)

(Immature)

Fig. 6

### Motivational Model (See Fig. 7)

The Motivational Model also originated with a workshop directed by Dr. Charles Schwahn. This model assists a person to examine the motivational climate of individuals and organizations. The model was used effectively with preservice trainees following initial training with Teacher Corps staff and several experienced teachers. Details of this model are found in Booklet 7.

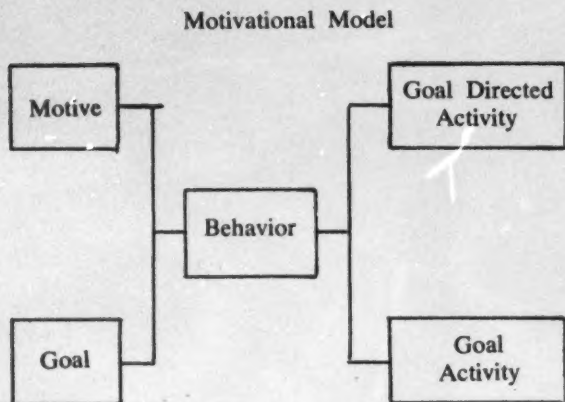


Figure 7

### Decision Making Model (See Fig. 8)

The Decision Making Model is a third model originating with Dr. Charles Schwahn. This model isolates three factors which are instrumental to the decision making process and presents strategies for dealing with those factors. The model was used with preservice trainees and can be used effectively with school, community or collaborative groups. Details of this model are found in Booklet 7.

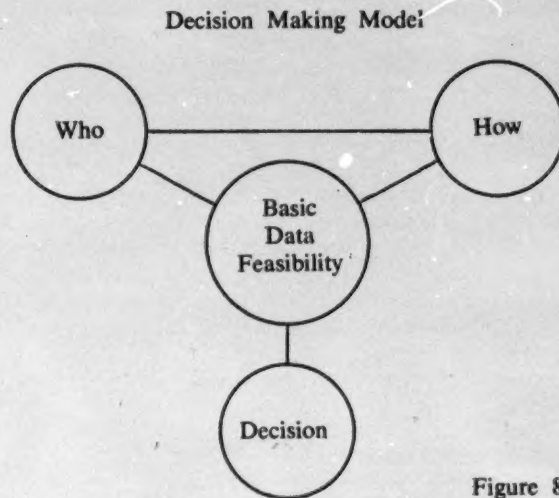


Figure 8

### Community Awareness Model (See Fig. 9)

This model was taken from materials presented by Dr. Jim Kent, Fund for Neighborhood Development, at two community workshops. It was used effectively by the Teacher Corps interns in their community component.

The model is described in detail in Booklet 7.

### Multicultural Model (See Fig. 10)

This model was developed in a workshop directed by Dr. Charles Payne, Ball State University. It is designed to develop the "three A's" of multicultural education (awareness, acceptance and action).

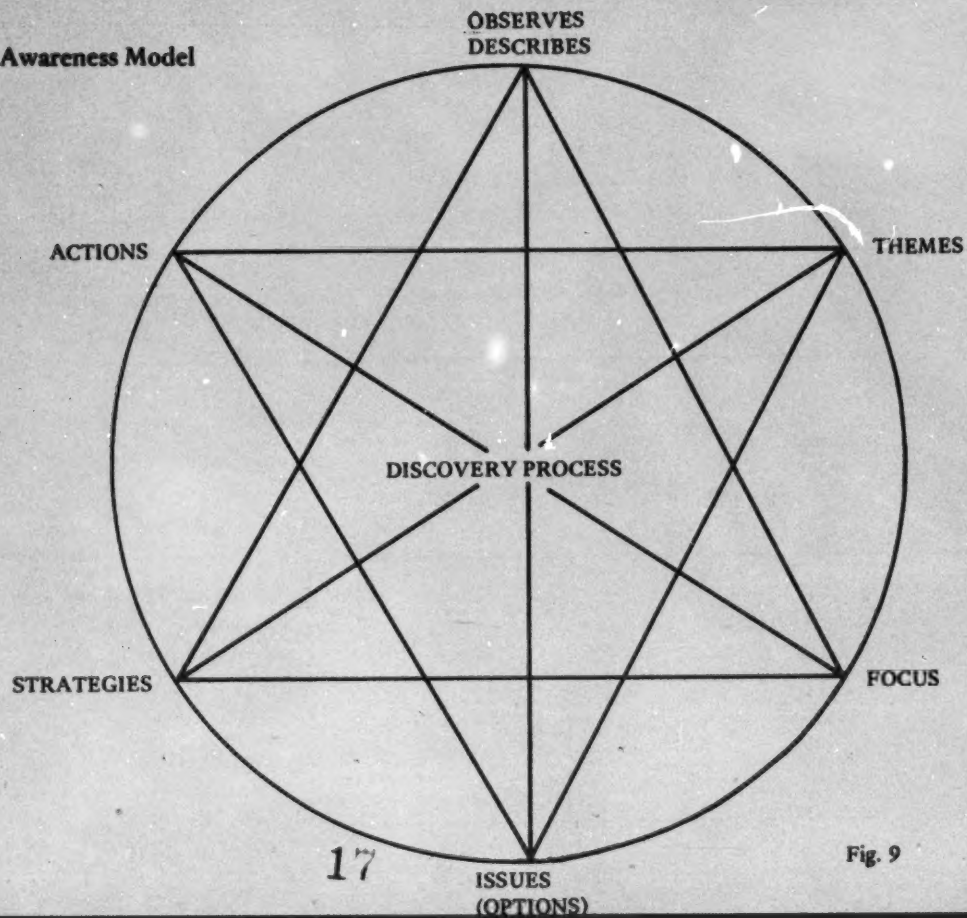
For each of the "three A's", there should be three kinds of activities—practicum experiences, concept development experiences, and value clarification experiences. These experiences should include world cultures and community-wide considerations as well as those from the home and school. This model is explained in more detail in Booklet 7.

### Conclusion

The models briefly presented in Booklet 1 have been identified to achieve specific project goals. They should not be viewed as the only models nor necessarily as the best models that might be designed. Rather, they are presented as workable, practical processes which have served their purposes during the Cycle 10 Teacher Corps Project in Lincoln Nebraska. Each of these themes, through the effective use of these models has become an important element of the total educational program at Goodrich Junior High School.



**Community Awareness Model**



### Multicultural Model

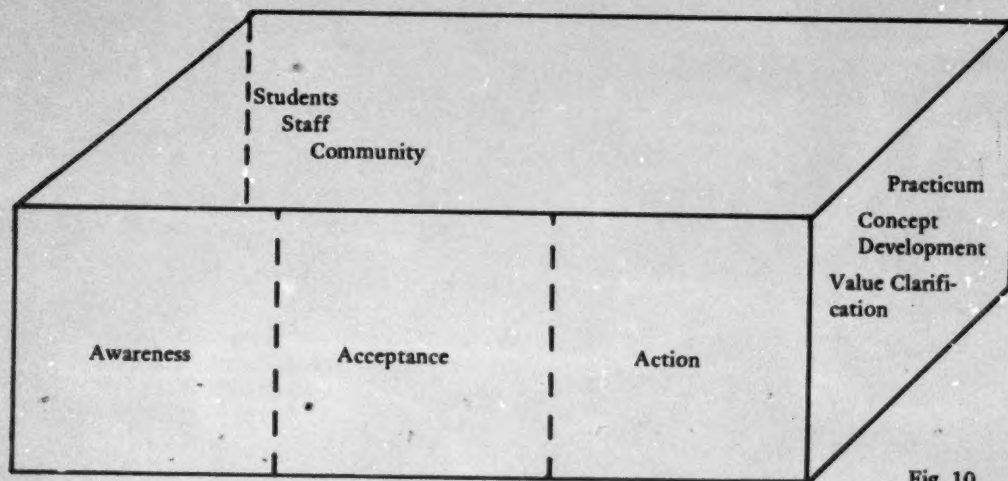


Fig. 10

## **Lincoln Teacher Corps Project**

**Goodrich Junior High School**

**Lincoln Public Schools  
University of Nebraska-Lincoln Teachers College**

**Director: John Lux  
Principal/On-site Coordinator: Lyle Bargman  
Team Leader: Marilyn Moore  
Community Coordinator: Myrna Novak  
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